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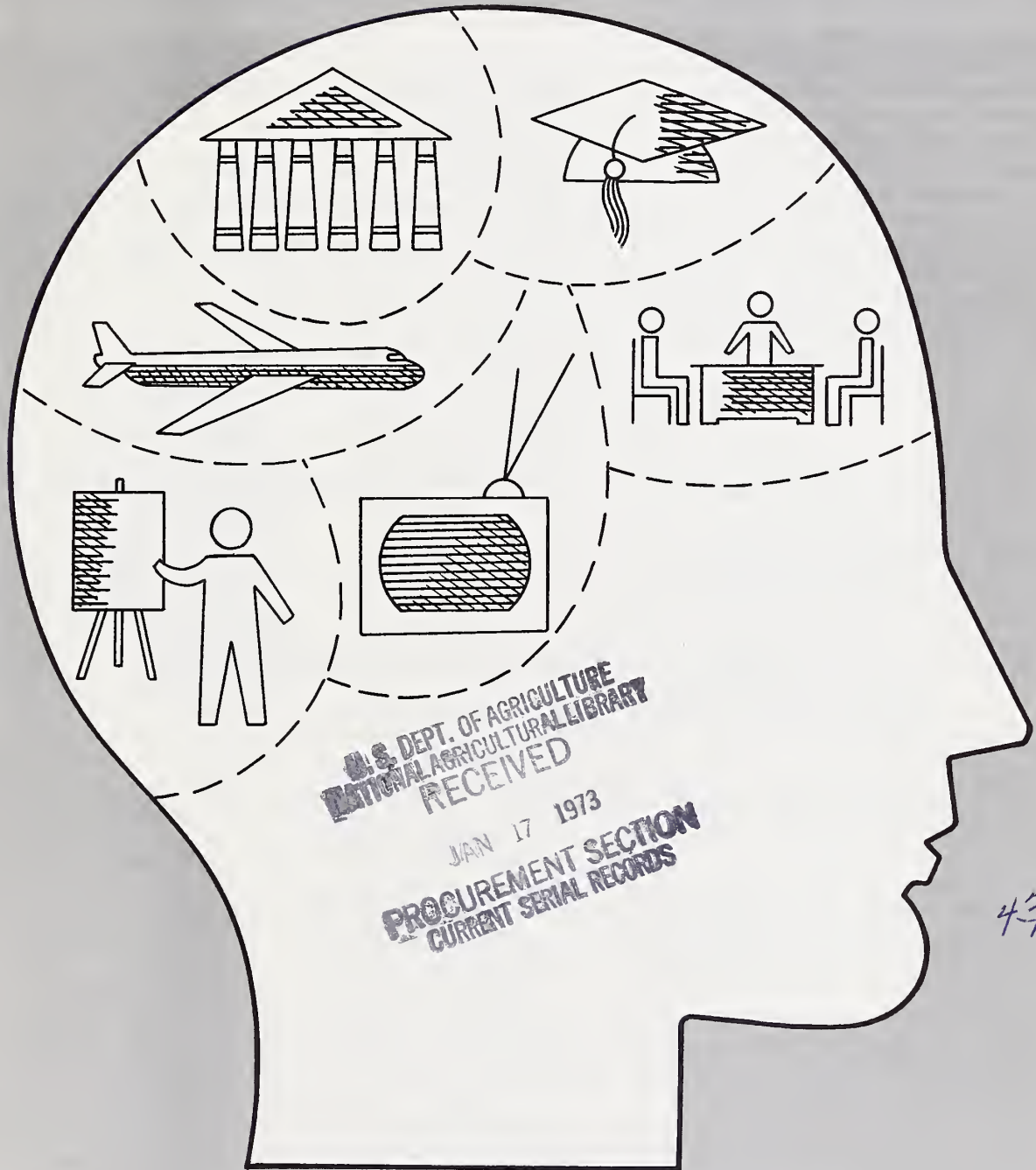
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EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * DECEMBER 1972



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The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers Extension workers, in their roles as educational leaders, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

EARL L. BUTZ
Secretary of Agriculture

EDWIN L. KIRBY, Administrator
Extension Service

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EXTENSION SERVICE

REVIEW

Official monthly publication of Cooperative Extension Service; U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

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In case you wondered . . .

When letters started coming in recently, commenting on articles that had appeared in the Review several months ago, we began to suspect that something was wrong—and indeed it was. Some of the spring and summer issues reached you several months late because they were misplaced between the printing contractor and the Government Printing Office, which does the mailing for us, and we were not notified of the problem. We'll be keeping a close check to see that this doesn't happen again. We're trying too, to eliminate some of the other scheduling, printing, and mailing difficulties that have delayed the magazine, so that you will receive it on time.

Remember, if you need to change your address, drop a name from the mailing list, or change the number of issues being sent to your county, please include your mailing label with your request. Such requests are acted on immediately, but because the Government Printing Office makes up mailing labels 3 or 4 months in advance, it takes that long for changes to go into effect.

The Review is just a "needle" in the vast "haystack" of Government publications processed in Washington each month, but we'll do our best to see that it doesn't get lost again.—MAW

by
Candace Carroll
*Division of Communications Services
University of Wyoming*

'Hot Line' serves homeowners



University of Wyoming Horticulturist Blair Adams examines a plant during the "house call" portion of "Garden Hot Line."

Rawlins, Wyoming, the county seat of Carbon County, is a bustling community of about 10,000 people. It is on a main railroad line, just a few miles east of the Continental Divide.

A typical small western town, it is a stable and growing community. The economy rests upon the railroad, mining, oil fields, light industry, and—above all—the ranches of Carbon County.

Lyle Anderson, Carbon County agricultural Extension agent, is a busy

man. He and his assistant Ron Paul are the primary information sources for about 300 farms and ranches. The county measures more than 100 miles on all sides, and this 10,000-plus square miles contains all or part of four mountain ranges which complicate travel and communications.

Anderson and Paul have their hands full serving the educational needs of their rural clientele and a busy 4-H program. But the residents of Rawlins also need help with their lawns, trees, and gardens.

In towns the size of Rawlins, the county agent is often the only available source of gardening information. Anderson's problem was how to provide the needed assistance with practically all of his time already committed.

Like most county agents, Anderson was reluctant to get too involved with horticultural problems, which could require time beyond the limited resources of two men covering such a large area.

Anderson decided the horticultural program would have to be limited in scope. The next step was to design an educational program which could reach all the people of Rawlins in about a half day's time.

Anderson's answer was "Garden Hot Line." This program enlisted the use of all the mass media channels in Rawlins—radio, cable television, and the newspaper. "Garden Hot Line" was scheduled for Thursday afternoons for 6 weeks, beginning April 20 and running through May 25.

Blair Adams, University of Wyoming Extension horticulturist, helped with the program.

"Garden Hot Line" began each Thursday with an "open mike" type of radio program from 3:05 to 3:30. Local gardeners were invited to call in their questions for discussion on the air. Those which could be identified readily were discussed, and others which could not be pinpointed were earmarked for individual calls and diagnosis.

From 3:30 to 5:30, Anderson and Adams made home visits to examine and diagnose problems and gather examples. At 5:30 they returned to the air, via the local cable television station.

"Garden Hot Line" followed the local evening news. Here they displayed the specimens of problems gathered that afternoon. The television studio also installed a telephone so additional calls could be received.

After the television portion of "Hot Line," the agents completed the list of home visits for diagnosis and then wrote a newspaper column concerning the two or three most prevalent problems of that week, again under the "Garden Hot Line" name. The column was submitted to the newspaper for printing in the Saturday morning paper.

Each media contributed to the success of this educational program. The radio provided a fast testing of the pulse and brought to light many current problems. The television provided a visual dimension to show what the problems looked like. Finally, the newspapers provided a record of the problems identified, and written instructions for coping with the situation.

The individual media uses are not new. What this county agent did was put it all together into a concentrated educational program to serve the specific needs of one community. His personal skill was demonstrated in his ability to muster these three competitive media to work toward solving a single educational problem. □

Navajos improve wool marketing



Wool is almost the same as money to many Navajo Indians of New Mexico, Arizona, and Utah. The Navajos, for years, have herded their sheep on reservation lands. Wool is sheared, mainly using hand clippers, and the money received is a big part of the yearly incomes of many Navajo families.

Imagine, then, the possible result of the depressed wool-marketing conditions of 1971. Obviously, the result could have meant disaster for thousands of Navajo families.

A severe drought which forced supplemental feeding and watering of livestock on the reservation didn't brighten the outlook.

by
Norman L. Newcomer
*Associate Agricultural Editor
New Mexico State University*

Owen Hammons, Extension agent for New Mexico State University, discovered the pending disaster early in the year. The Navajos simply couldn't sell their 1971 clip to their usual buyers—the trading post operators. The traders still had the 1970 Navajo wool clip and couldn't buy more. (The 1970 clip was later sold.)

Hammons, who headquarters at Crownpoint, relayed his findings to the Navajo Tribal Council. The end result is a plan and action which promises long-lasting beneficial effects.

As a result of the plan, the Navajo Tribe is developing a modern, efficient wool-marketing operation. In the process, Extension-sponsored schools are teaching Navajos to use electric shears in their wool-shearing operations. Schools are also teaching proper wool-handling methods.

Hammons, along with Norman Wolf, NMSU Extension agent at Tohatchi, James M. Sachse, NMSU Extension sheep specialist, and William D. McFadden of the NMSU College

of Agriculture and Home Economics, played a big hand in the plan and its development.

The plan was so successful in its first year that the Navajo Tribal Council voted to continue the program into 1972.

Briefly stated, the program called for the Tribe to sell the clip of all Navajo sheepmen in 1971. The Tribal Council met with Bureau of Indian Affairs and USDA officials, traders, NMSU representatives, and wool warehousemen to come up with procedures.

An improved national wool market in 1972 has reduced program participation about one-third. But even with the improved market, the Tribe processed nearly 2 million pounds of wool, compared to 3 million pounds in 1971. The remainder of the year's production (about 1 million pounds) is being marketed through traditional channels (the traders).

To implement the first-year plan, the Tribe appropriated \$1 million as

An important part of the Navajo wool-marketing program was teaching the Indians how to use electric shears to shear sheep. At left, Jim Sachse, NMSU Extension sheep specialist, shows how it is done.

an advance on 1971 wool incentive payments. It also approved a plan for grading the wool—something the Navajos had never done.

Officials made it clear that the Tribe was not actually buying the wool, but was simply serving as agent for sale of the clip. The Tribe, in other words, expected to get its money back.

Wool was brought to a central point at Window Rock, Arizona. McFadden and Sachse directed the training of Navajos in wool grading. A contract was awarded to a Wyoming firm for furnishing equipment and expertise.

As individual Navajo producers delivered their wool to the warehouse, the Tribe advanced them 29 cents per pound for it. The Tribe was then designated as a wool marketing agency, and producers assigned their wool incentive checks to it.

The Tribe marketed the wool at an average price of 15 cents per pound, netting 13 cents to the producers after deducting 2 cents for processing. When the 1971 incentive payment of 271.1 percent (35 cents) was added, each producer received a total price of 50 cents per pound for his wool.

The 50 cents per pound is considerably more than the estimated 12-15 cents net per pound they might have received by marketing through traditional channels. There is the distinct possibility, however, that the wool couldn't have been sold at any price to the traders.

The same type of program is being conducted in 1972, with the grower advanced 29 cents per pound for his wool. A contract was signed with professional wool graders to grade the wool at a warehouse located at Mexican Springs, New Mexico.

The NMSU Extension Service, along with the Navajo Tribe Wool Marketing Project and the Navajo Community College Indian Community Action Project, emphasized educational programs on the New Mexico portion of the reservation aimed at complementing the marketing plan.

Electricity is now available on at least part of the reservation, making electric shearing practical. Typically, however, Navajo sheepmen have small flocks. Consequently, commercial shearing crews have not made themselves readily available on the reservation. Thus, the Navajo, not having electric shearing skills, has been obliged to continue his hand-shearing operations.

Schools were held on the use of electric shears. Navajos learned by practicing what they saw demonstrated.

Sheep Specialist Sachse sees shearing as a potential income source for some Navajo Tribe members. He points out that shearing crews are harder and harder to come by, and feels that Navajo crews could find work both on and off the reservation.

Basic wool grading and range nutrition were taught at schools sponsored by NMSU. Sachse told Navajos about different grades of wool as determined by the diameter and length of each wool fiber. Raymond Barnes, NMSU livestock agent serving the Navajos from Farmington, helped growers prepare their wool-grading kits.

The Navajos practiced by grading 25 fleeces of different grades. The following day, they pulled locks of wool from the same fleeces and compared them to the samples in their grading kits. A judging contest on the afternoon of the second day gave the Navajos a chance to see what they had learned. A contest champion was named.

In 1971, it became apparent that some instruction was needed in preparing Navajo wool for market. Some wool was brought to the receiving point in feed sacks. Other clips came wrapped in blankets or tarpaulins.

Some wool sacks were covered with patches, indicating many years of use. Many of the Navajos expected to have their sacks returned to them. Many fleeces were not tied. Some were tied with wire or hemp twine.

As a result, Extension put together a school on preparing wool for market, coupled with information which had been presented at earlier schools. One of the instructors was Elton Thompson, a Navajo from Mexican Springs, and foreman of the wool project.

Thompson suggested that Navajos put their fleeces in nonreturnable burlap wool sacks of a uniform size. He outlined procedures for closing the filled bags by loosely sewing them at the top with cotton string.

Other packaging and handling improvements were suggested, such as marking the bag with a description of its contents and the name of the grower; leaving wool unsacked until it is dry; eliminating straw, baling twine, sand, rocks, and burrs from the wool; and tying fleeces with paper fleece ties.

Thompson also suggested that machine shearing produces better uniformity and improved fiber price.

Tim Draper, vice president of the company supervising the wool marketing operation in 1971, said, "In contrast to previous Navajo clips, this wool is being packaged in salable grades. A mill can buy the grade it wants, instead of having to buy mixed-up wool. This opens the door to more mills as prospective Navajo wool buyers. Our intention is to put the wool in salable grades—to make the wool acceptable."

The 1971 Navajo wool was acceptable. It was sold under conditions Draper described as "the worst (wool market) since the thirties."

It is still too early to say how the plan will work in 1972. One thing, however, is certain. Producers of two-thirds of the Navajo Reservation wool stayed with the program this year. They could probably have sold to traditional buyers. That says something! □

The "mini" is making a comeback in West Virginia, but this time it's a mini-college for "with-it" knowledge.

University Days for Women, a 4-day event, has been sponsored by the West Virginia University Cooperative Extension Service for the past 2 summers. The mini-college allows women to join the campus scene as short-term coeds. They attend 15 hours of non-credit classes, live in an ultra-modern dormitory, and relax at cultural events and recreation.

Participants choose four classes from the 25 or so offered in such areas as education, family living, social problems, the arts, homemaking, consumer issues, community involvement, recreation, leadership training, and environmental quality.

Instructors, most of whom donate their time, are college professors, Extension specialists, agency representatives, and civic and business leaders.

Shirley Campbell, WVU Extension program leader for women, was the mini-college coordinator. "Today's women are involved with what goes on outside their homes," she explained. "They are employed, they serve others through volunteer activities, and they work to improve their communities and State."

She sees the mini-college as one way of aiding women in their many roles by helping them improve their skills and knowledge.

Thirty-five women, representing more than a dozen organizations, attended six regional planning sessions last fall.

Some groups represented were: American Association of University Women, Junior League, Church Women United, Business and Professional Women, Quota, Council of PTA's, Federated Women's Club, Extension Homemakers, League of Women Voters, West Virginia Garden Clubs, county Extension agents, and participants in the first mini-college.

Involving many women's groups is a step toward one long-term objective of the program, which is to encourage them to pool their efforts for one



statewide event that would provide training on a variety of issues now being covered in several individual meetings.

Another unique feature of West Virginia's University Days is small group counseling sessions for those thinking about a vocation or volunteer work. Psychologists in the WVU Student Counseling Service help the women analyze their interests and goals.

Mini-college participants are eligible for two Continuing Education Units (CEU's), which are given free of charge to persons continuing their education through WVU noncredit programs.

After reviewing ideas gathered at the regional planning sessions, Miss Campbell asked several on-campus staff, Extension agents, and organizational representatives to serve as a central planning committee. They decided which classes to offer, contacted instructors and speakers, and prepared publicity materials.

Some of the 'mini-college' classes, like this one in stitchery, help participants develop their individual talents.

Since the program is completely self-supporting, the committee set the registration fee at \$20. Room and board for those staying in the dormitory cost another \$35. The WVU Conference Office scheduled classrooms, prepared printed programs and name-tags, and registered participants.

About 10,000 brochures and registration blanks were distributed in April by using mailing lists of several organizations. County Extension home economists promoted the event and served as local contacts.

State Extension staff members in the Division of Information and Educational Technology prepared newspaper releases and photos, conducted radio interviews, and produced a 2-minute television news segment about University Days.

by
Joyce Ann Bower
Extension Specialist-Press
West Virginia University

Women enjoy 'mini-college'

West Virginia's first mini-college drew 61 participants from 22 of the State's 55 counties and from Ohio, Pennsylvania, and Michigan. The 1972 session was attended by 76 women.

Ages of the participants in the second University Days ranged from 24 to 74 years. Twenty-four of the 66 completing an evaluation questionnaire had 12 years or less of formal schooling. Six had spent some years in college; 20 had a bachelor's degree; one had attended business college; and three had nurse's training.

Perhaps surprising is the fact that 28 were employed full- or part-time outside their homes. Seventeen lived in rural areas, 24 in small towns, and 23 in cities.

Twenty-four participants were members of Extension Homemakers Clubs. Another 13 belonged to church groups.

The 66 respondents listed membership in 53 different groups. They belonged to an average of two women's groups apiece, but 15 were not involved in any organization.

Despite the varied backgrounds of the participants, the 25 noncredit courses received a total of 112 "excellent" ratings, 117 "very good" or "good" ratings, and only 34 "fair" or "poor" ratings.

Instructors were encouraged to use informal teaching methods, and a questionnaire they completed indicated that they did so.

Although the mini-college planners seek suggestions for improving the program, they feel that they have developed a schedule that pleases most participants.

The session is spread over 4 consecutive days in June. Classes are split over a 2-day period. The afternoon classes meet for 1½ hours each day. So that the students can study one subject in more depth, the Tuesday-Wednesday morning class meets for a total of 6 hours.

A prominent speaker at the first night's banquet helps to set the tone of the entire program. Representatives of the University are invited to meet the mini-college coeds and the speaker at the reception and banquet.

After a full day of classes on Tuesday, the evening is free for relaxation and recreation. The Wednesday evening program is a cultural event.

Following the last class on Thursday morning, a "wrap-up" speaker urges the women to become involved in the issues, problems, and opportunities back home.

For some, University Days brings back memories of their earlier college years; to others, it offers the first opportunity to attend an institution of higher learning. But regardless of their previous educational experiences, participants indicate that the program meets their needs.

Of the 66 replying to the questionnaire, 63 called their general impression of the program either "excellent" or "very good"; 61 said they would like to attend another University Days; and 65 would recommend it to others.

The participants chorused the delight of getting away from their regular routines, meeting with others, swapping ideas, and being stimulated.

A high school graduate commented, "This is my first venture into some-

thing away from my family. It broadened my education in subjects that I, as a homemaker, am interested in."

One student summed up the feelings of many when she said: "University Days opened windows of information that challenged us to further exploration."

One goal of the program is to stimulate women's interest in continuing or adult education. Although the "spinoff" is difficult to measure, some specific results can be cited.

Morgantown women asked the county board of education to offer an adult education class in auto mechanics, similar to that taught at University Days. Extension agents have used several of the same topics and instructors for county and area programs and for the State Homemakers Conference.

At least two participants decided to return to campus for graduate work.

As one pointed out, the mini-college gave her the confidence and courage she needed to enroll.

Of course, the planners are anxious to know how the participants use the understandings and knowledge gained. On the questionnaire, several women indicated that they would work on community needs, conduct programs for organizations, use the information in teaching and other occupations, communicate better with family and friends, or benefit personally.

One implication of the mini-college's enthusiastic reception is that the State has many women of all ages who aren't getting the most out of their minds—and know it. It may be that University Days is the first, or at least the most exciting, chance many of them have had to get out of their everyday environments to catch up on what's happening in the "outside world."

Planning has begun for the 1973 event, and change is already on the horizon. Since the program is being promoted more extensively among WVU alumni as a chance to come back to campus, University Days may become truly coeducational next year, with the addition of men students. □

Professional improvement opportunities

Arizona Winter School

The 1973 Arizona Western Regional Extension Winter School will be held January 29 through February 16, 1973, at the University of Arizona, Tucson, Arizona. Course offerings for graduate credit are planned to serve the current needs of both men and women Extension workers.

Courses are as follows: Extension Programing To Serve Expanding Clientele, Public Affairs Education, Community Development Processes, Development of Extension Programs for Environmental Awareness and Natural Resource Conservation, Modern Extension Communications, Motivation for Profit, Applied Management, Extension Programing for the Aging, and Principles of Safe Management of Agricultural Chemicals for Plant Protection.

An outstanding selection of courses, excellent instructors, and Tucson's mild winter climate should make a combination for an enjoyable and rewarding educational experience.

Additional information and brochures are available from Ronald E. Stoller, Director, Western Regional Extension Winter School, Agricultural Building, Room 224, University of Arizona, Tucson, Arizona 85721. □

Colorado Summer School

The National Extension Summer School at Colorado State University is being planned for June 11-22, 1973. For further information about the program, contact Dr. James M. Kincaid, Jr., Director, National Extension Summer School, Room 213 Liberal Arts, Colorado State University, Fort Collins, Colorado 80521. □

N.C. Summer School

This 3-week summer session will be held June 18-July 6, 1973, at North Carolina State University, Raleigh.

Tentative plans include courses in ecology and environment, supervision of paraprofessionals, use of volunteers, administration of county Extension programs, working with disadvantaged adults, program development, issues in adult education, community colleges, and other areas relevant to technical agriculture and home economics.

Address Dr. Jerry Parsons, Department of Adult and Community College Education, 109 Ricks Hall, North Carolina State University, Raleigh, North Carolina 27607. □

Missouri CRD Shortcourse

The sixth annual Community Development Summer Course and Workshop will be held May 20-June 1 at the University of Missouri-Columbia. The theme will be "The Application of Community Development Theory in Practice."

The program will be in a retreat setting at the Metropolitan St. Louis YMCA's conference center, Trout Lodge, near Potosi, Missouri.

The University of Missouri Department of Regional and Community Affairs invites the participation of professionals in community development, planning, and related fields, who are interested in application of the community development process. The course is noncredit and participation is limited to 40 persons.

For additional information, contact: Donald Littrell, Director, Summer Course and Workshop, Department of Regional and Community Affairs, University of Missouri, 723 Clark Hall, Columbia, Missouri 65201. □

Electrical Women's Roundtable Grants

The Electrical Women's Round Table, Inc., an organization for women in the electrical industry, annually offers a grant of \$1,500, the Julia Kiene

Fellowship, to a woman for graduate study in electrical living and allied fields.

Graduating seniors and women with degrees from accredited institutions are eligible to apply. Applications are judged on the basis of scholarship, character, financial need, and professional interest in electrical living. Study is toward advanced degrees in such fields as advertising, education, electric utilities, electrical engineering, electric home equipment manufacturing, Extension, housing, journalism, radio-television, and research.

The college or university selected by the recipient must be accredited and approved by the EWRT Fellowship Committee. Completed applications must be in by March 1.

For application forms and further information, write to Mrs. Nancy Haugland, Chairman, EWRT Fellowship Committee, Pacific Power and Light Company, 920 S.W. Sixth Avenue, Portland, Oregon 97204. □

Western RD Workshop

The third Western Regional Community Resource Development Workshop will be held July 17-27, 1973, at Colorado State University. Participants from throughout the United States and from abroad are welcome.

The workshop will be flexibly structured to allow maximum opportunity for mutual help on individual and group concerns and pursuits.

The workshop is based on the assumption that the greatest help the CRD professional can provide communities is to facilitate citizen involvement in decisions and action toward their perceived goals. Its objective, therefore, is to enhance participants' understanding of the supporting, helping role essential to developing effective community decisionmaking.

Specific objectives for the workshop are to provide participants an opportunity:

- to develop a working knowledge of some basic concepts underlying locally motivated planning and organization for identifying and working on significant CRD problems, and of their implications for the professional CRD worker;

- to increase skill in using this knowledge in working with actual CRD planning groups; and

- to deepen personal commitment to the facilitating, guiding role in working with people on their concerns.

Details about registration fees and accommodation rates will be announced later. For more information, contact Dr. Donald M. Sorenson, Workshop Coordinator, Department of Economics, Colorado State University, Fort Collins, Colorado 80521, telephone 303/491-5394. □

Tyson Fellowship

The Woman's National Farm and Garden Association offers a \$500 Sarah Bradley Tyson Memorial Fellowship for a woman who wishes to do advanced study in agriculture, horticulture, or "related professions," including home economics.

Applications should be made by April 15, 1973, to Mrs. J. W. Gerity, Box A, York Harbor, Maine 03911. □

Washington State

The Edward E. Graff Educational Grant of \$1,100 is for study of 4-H Club work in the State of Washington. Applications are due April 1. Contact Tom Trail, Associate Professor of Extension Education, Room 323, Agricultural Sciences II, Washington State University, Pullman, Washington 99163. □

University of New Mexico

The University of New Mexico offers a Program for Advanced Study in Public Science Policy and Administration for mid-management officials in Federal, State, and local scientific and technological agencies. It affords an opportunity for personnel trained in a scientific technological field to broaden their preparation for higher level administrative posts.

Outstanding science administrators participate in special lectures and colloquia in the Program. The Program leads to a Master of Arts degree. Costs must be provided by the participating agencies.

For application forms and other information, write: Dr. Albert H. Rosenthal, Director, Program for Advanced Study in Public Science Policy and Administration, Mesa Vista Hall, University of New Mexico, Albuquerque, New Mexico 87106. □

Carver Fellowship

The University of Missouri College of Agriculture offers a 2-year George Washington Carver Fellowship for outstanding graduate students in an area of study and research supervised by a department within the College of Agriculture.

Stipends for a Master of Science candidate are \$4,400 for the first year, and \$4,600 for the second year, and are renewable. The Fellowship is designed for promising young scientists who will bring distinction to the Missouri Agricultural Experiment Station with research and contributions as members of the research staff.

For further information and an application, write to: University of Missouri, Dean, College of Agriculture, 2-69 Agriculture Building, Columbia, Missouri 65201. □

Hatch Fellowship

The William H. Hatch Fellowship offered by the University of Missouri Agricultural Experiment Station is for candidates for the Ph.D. degree. This distinguished fellowship honoring the author of the Agricultural Experiment Station legislation which is widely known as the "Hatch Act" carries a stipend of \$5,000 the first year, and \$5,200 the second year. There is no restriction on the area of study and research except that it must be supervised by a department within the College of Agriculture. The candidate may choose his department.

The effective date of this fellowship is July 1; however, applications must be submitted for consideration prior to January 10, 1973, as the recipient will be announced on February 15 or soon after. The Dean of the College of Agriculture is in charge of selection.

A copy of the brochure and an application may be obtained from the Dean of the College of Agriculture, 2-69 Agriculture Building, Columbia, Missouri 65201. □

University of Wisconsin

The University of Wisconsin-Madison offers a limited number of assistantships through the Division of Program and Staff Development, University Extension, consisting of \$325 per month for 12 months, plus a waiver of out-of-state tuition. Contact Patrick G. Boyle, Director, Division of Program and Staff Development, 432 North Lake Street, Madison, Wisconsin 53706. □

University of Maryland

One graduate assistantship in the Department of Agricultural and Extension Education is available to Extension workers interested in pursuing the M.S. or Ph.D. degree in Extension and Continuing Education.

Additional assistantships may become available. Assistantships are for 12 months and pay \$3,480, plus remission of fees which amount to \$1,200.

Contact Dr. E. R. Ryden, Department of Agricultural and Extension Education, University of Maryland, College Park, Maryland 20742. □

University of Chicago

Extension workers who are concerned about the future role of universities in the urban setting and their own part in shaping that role are invited to apply for a \$6,000 doctoral fellowship in adult education. Each award, which is provided by the Carnegie Corporation, will provide the recipient with firsthand knowledge of the complementary and the competing functions of publicly and privately supported adult education programs in metropolitan areas.

Applicants should be preparing for positions of administrative leadership in broadly based programs involving both Cooperative and General University Extension and should have a commitment to improving the quality of life in the city through the extension of university resources.

Scholarships and assistantships for specialists and county workers who wish to work toward the Ph.D., M.A., or Certificate of Advanced Study in adult education are available on a competitive basis.

Applications for the 1973-74 academic year must be submitted no later than January 1, 1973. Application forms and further information may be obtained by writing to Cyril O. Houle, Department of Education, The University of Chicago, 5835 South Kimbark Avenue, Chicago, Illinois 60637. □

Ohio State University

The Ohio State University offers research associateships of \$3,600 to \$5,400 and a number of university fellowships on a competitive basis, about \$2,400 each. All associateships and fellowships include waiver of fees.

Application deadline for financial assistance is February 1. Contact Dr. C. J. Cunningham, Department of Agricultural Education, 2120 Fyffe Road, The Ohio State University, Columbus, Ohio 43210. □

Florida Academic Program for Black Students

Through a Rockefeller Foundation grant, the Institute of Food and Agricultural Sciences, University of Florida, offers an academic development program in agriculture and related fields for black American students.

Students applying for admission are required to take the Graduate Record Examination. The GRE score and grade point average for the junior and senior years are used in determining admission to the Graduate School. A combined score of 500 (including GPA of 2.75) will qualify an applicant for full admission.

Graduate assistantships for one-third time service, at \$315 per month, are available to students who meet requirements for admission.

Persons who are considered to have potential for graduate work are eligible to apply for up to three quarters of course work, after which they may be admitted to the Graduate School. During the period of pre-graduate

study, the student will be enrolled as a special post-baccalaureate student and will receive financial assistance of \$290 per month.

For application forms and other information, write to: Dr. Marvin A. Brooker, Institute of Food and Agricultural Sciences, Dan McCarty Hall, University of Florida, Gainesville, Florida 32601. □

Florida State University Graduate Programs in Adult Education

Florida State University conducts a graduate program in adult education that may be of interest to many Cooperative Extension personnel. This program is available to both degree and nondegree students and can lead to Master's, Advanced Master's, or Doctoral degrees.

Although no rigid curriculum is prescribed, students pursue a core of studies in adult education, educational foundations (history, philosophy, and sociology of education) and the social sciences.

In addition, students can design a program of studies that focuses on one or more specialized areas such as community development, program development and evaluation, computer-assisted instruction, adult counseling, management and administration, basic education, and others.

University fellowships and a number of assistantships are available, but vary from year to year, depending on the nature of the projects being undertaken by faculty and students.

Past projects have included technical assistance and materials preparation for public school, adult basic, and migrant education programs; training of educational leadership for the aged; development of a simulation

program development model; workshops for correctional education instructional staff; evaluation of state-wide adult education programs; and national workshops for State-level administrators of adult education.

In addition, internships have been available with the following agencies: Federal Correctional Institution, State Department of Education, Board of Regents, Florida State University Division of Continuing Education, and several others as the need and opportunity arises.

Admission applications for the graduate program must be submitted at least 6 weeks prior to the expected enrollment date.

Applications for fellowship awards are needed by early February for the following academic year. Assistantship applications are accepted at any time, but early spring is preferred.

These awards range from \$200 to \$400 per month, depending on student experience and funds available.

Additional information about this program can be obtained from Dr. Irwin R. Jahns, Associate Professor and Graduate Coordinator, 920 West College Avenue, Department of Adult Education, Florida State University, Tallahassee, Florida 32306. □

Warner Scholarship

Mu Chapter of Epsilon Sigma Phi will award one scholarship of \$100 to professionals in Extension Service for study of Extension methods through one of several ways—a 3-week summer or winter Extension school, academic study while on the job, or study leave.

Applications may be obtained from the State Extension training officer, or from the Staff Development Office, Extension Service, USDA, Washington, D.C. 20250. The deadline for filing applications is April 30, 1973. Announcement of the recipient will be made in May; the award will be granted after the study is completed. □

Farm Foundation Fellowships

The Farm Foundation offers fellowships to agricultural Extension workers, giving priority to administrators, including directors, assistant directors, and supervisors. County agents, home economics agents, 4-H Club workers, and specialists also will be considered. Staff members of the State Extension Services and USDA are eligible.

Courses of study may be one quarter, one semester, or 9 months. The amount of the grant will be determined individually on the basis of period of study and need for financial assistance. Maximum grant will be \$4,000 for 9 months' training.

Resident Scholar Program

The Board of Engineers for Rivers and Harbors, Corps of Engineers, Department of the Army, conducts a resident scholar program open to individuals presently engaged in graduate level teaching. Participants eligible are scholars in a broad range of disciplines and specialties including economic, political, and other social sciences; geography; ecology and environmental planning; systems analysis and operations research; and urban and regional planning.

One resident scholar will be employed each year at the Board offices in Washington, D.C. for a 12-month period. The next opening will be for the year July 1974 through June 1975. Application, in the form of a resume of academic accomplishments and other experience, must be submitted by October 31, 1973. Salary ranges from \$25,000 to \$29,000 annually.

For further information, write to: The Resident Member, Board of Engineers for Rivers and Harbors, Department of the Army, Room 2027, Temp C Building, 2nd and Q Streets, S.W., Washington, D.C. 20315. □

It is suggested that study center on the social sciences and in courses dealing with educational administration and methodology. Emphasis should be on agricultural economics, rural sociology, psychology, political science, and agricultural geography.

Applications are made through State Directors of Extension to Dr. R. J. Hildreth, Managing Director, Farm Foundation, 600 South Michigan Avenue, Chicago, Illinois 60605. Forms are available from State Extension Directors. Applications must reach the Farm Foundation by March 1. □

University of Vermont

One graduate research fellowship is available in the Department of Vocational Education and Technology for workers interested in pursuing a master's degree in Extension education. The fellowship pays the full \$2,400 out-of-state tuition plus a \$3,100 salary on an 11-month basis.

Contact Dr. Gerald R. Fuller, VOTEC Department, Agricultural Engineering Building, University of Vermont, Burlington, Vermont 05401. □

HUD Fellowship

HUD Urban Studies Fellowship Program Awards are made for 1 year of full-time graduate study toward a Master's Degree only in an urban oriented program such as urban and regional planning, urban affairs, urban public administration, and urban sociology. Such programs must be academically accredited and located in the United States, Puerto Rico, or overseas possessions.

An awardee is furnished tuition and fees, stipend of \$2,700, and \$500 each for up to two dependents, for a maximum possible stipend of \$3,700.

Each candidate is required to affirm in writing his or her understanding of intent to enter a career in public service.

For applications and further information, write to Urban Studies Fellowship Program, Office of Planning and Management Assistance, Department of Housing and Urban Development, Washington, D.C. 20410. □

NSF Traineeships

The National Science Foundation will support an estimated 900 graduate students in 1973-1974 through its graduate traineeship program. This support represents commitments made to universities in prior years. No new graduate traineeship starts are contemplated for this final year of the program.

The selection of individuals to hold traineeships is the sole responsibility of the grantee. The names of universities holding continuing traineeship programs will be announced by the National Science Foundation on February 15, 1973. All inquiries about traineeships should be directed to the universities having traineeship awards. □

Harvard Fellowships for Government Careers

Littauer Fellowships

These fellowships are for public servants who have had considerable experience in government, and preferably some graduate study in the social sciences, and who plan definitely to continue their careers in government service, at either the Federal, State, or local level.

Students in the School pursue individual programs of study. These may be concentrated in one of the social sciences, particularly economics or political science, or they may combine two or more fields in a manner suited to specific needs.

The fellowships are adjusted in amount to the needs of the student and may normally carry stipends up to a maximum of \$6,800. Exceptions may be made at the discretion of the Fellowship Committee. □

Administration Fellowships

These fellowships are for recent college graduates who have had some experience in the public service and a distinguished record in their undergraduate work. A limited number of these fellowships are also available to recent college graduates without government experience who intend to enter the public service. Administration Fellowships carry stipends up to \$5,400 with amounts adjusted to the needs of the student.

Persons interested in fellowships or admission may obtain application blanks, catalogs, and other information by writing to G. Manley, Registrar, Kennedy School of Government, Littauer Center, Harvard University, Cambridge, Massachusetts 02138. Applications should be filed by March 1. □

Adult Education Fellowships

The Midwest Administration Center, University of Chicago, serves as a locus for graduate study in educational administration. It promotes research, the dissemination of research findings and new concepts relevant to administration, and experimentation with new patterns and methods of pre-service and in-service education of administrators.

The program normally takes 3 years to complete, and includes course work in general education focused on administration. Offerings in the social sciences and the humanities provide a wide variety of opportunities for developing the special interests of the student. The aim of the program is to prepare humanistic and analytic educational administrators committed to sound conceptual approaches to the solution of social problems in the field.

Selection of candidates is based on scholarship and leadership potential and a demonstrated commitment to education as a means of improving society. A limited number of fellowships are available. The basic fellowship includes a stipend of \$5,000 for a full calendar year, plus full tuition allowance and dependency allowances.

For information and application forms, address: Cheryl M. Francis, Director of Student Services, Midwest Administration Center, 5835 South Kimbark Avenue, Chicago, Illinois 60637. □

Cornell University

The Department of Rural Sociology provides Extension, research, and teaching assistantships paying \$3,720 annually plus payment of fees and waiver of tuition. These grants are available only to graduate students majoring in development sociology who are full candidates for a degree.

For further information contact Dr. Harold R. Capener, Head, Department of Rural Sociology, New York State College of Agriculture, Cornell University, Ithaca, New York 14850. □

Behavioral Science

The Center for Advanced Study in the Behavioral Sciences provides scholars free time (at their normal university salary) to devote to their own study and to associate with colleagues in the same or related disciplines. The Center requests nominations from certain graduate departments and research centers. Fields: the behavioral sciences. Write to the Director, Center for Advanced Study in the Behavioral Sciences, 202 Junipero Serra Boulevard, Stanford, California 94305. □

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County agents and professional improvement

Professional improvement is a constant goal of Extension workers. This issue of Extension Service Review lists a number of opportunities for improving in their profession.

One of the best means of improvement is the exchange of ideas and information at their annual professional meetings. Among the largest and most active of these groups are the National Association of County Agricultural Agents, National Association of Extension Home Economists, and National Association of Extension 4-H Agents.

The home economists held their 38th annual association meeting in October with more than 1,400 of the 5,000-plus members participating. At its 57th annual meeting in November, NACAA had an attendance of about 1,800 from its roster of 5,500 county and area agents. The 1,200-member 4-H agents association had its 26th annual meeting the same week in another location and had an equally high percentage of its members in attendance.

What prompts them to pay their own money for travel and expenses for these meetings? Evidence indicates it is pride in their work and a desire to learn from others how they can improve their own services. In a meeting with agents from all parts of the country, they have access to Extension's best efforts in education.

Programs at these meetings reflect the broad interests of county agents. National leaders in agriculture and Extension discuss new programs and review old ones. Members of Congress, other Government leaders, industry specialists, and university officials offer other insights.

They schedule 2 hours or more of their program specifically for professional improvement sessions, which at the NACAA meeting included such topics as rural development, use of paraprofessionals, relations with community colleges, and urban Extension programs.

Doug Strohbehn, immediate past president of NACAA, says the "buzz sessions" agents have after formal programs end each day probably are about as helpful as any other parts of the meeting.

Competitive spirit helps to keep up interest in annual meetings, too. Agents not only want to do their work well, but try to do it better than others. It was this spirit that resulted in the record 1,600 entries in the 1972 NACAA Communications Awards Program.

Cleo Stiles Bryan, new president of NAEHE, expressed

similar satisfaction with the 264 entries in their first annual Communications Awards Program.

John G. Lancaster, outgoing president of the 4-H agents association, says, "Professionalism is a dynamic process; it is something that happens to trained people. It seeks excellence; it sets criteria; and it maintains the dignity and ethical values of performance."

One way agents and specialists improve on their professionalism is through graduate study. Master's degrees are now required for most agents who serve as program specialists. And many of them have Ph.D.'s. At least one of the associations is offering scholarships and fellowships to help encourage advanced study, and others are considering such action.

NAEHE gives two J. C. Penney Scholarships to be used for graduate work. It also provides eight Grace Frysinger Fellowships for study of successful programs in other States.

Officers of the associations say that requirements for advanced degrees often cause hardship for younger agents getting started in a career and also starting a family. Scholarships seem to be one of the better answers for these agents.

The three national agent associations have established close working relationships for a united approach to professional improvement. For several years they have helped to sponsor one or two regional workshops annually for presidents of State associations. This year such workshops are being held in all regions and will include members and officers from all three associations.

Each of the agent associations publishes its own national magazine to keep members informed of activities and opportunities for professional improvement. Many of the agents also subscribe to the Journal of Extension, the professional quarterly for Extension workers.

Extension Service Review, published monthly by USDA Extension Service for all 16,000 professionals in Extension work in the United States, is devoted almost exclusively to articles that help keep agents, specialists, and administrators informed on most effective methods and techniques of Extension education.

We extend our congratulations to the county agents, and specialists who work with them, for their efforts at professional improvement and their exemplary success in serving the public.—Walter John